

APPLICATION FOR FUNDING FISCAL YEAR 2011

**Carl D. Perkins Career and Technical
Education Improvement Act of 2006**

**Reserve Fund Competitive Grants
July 1, 2010 – June 30, 2011**

Nevada Department of Education
Office of Career, Technical, and Adult Education
755 N. Roop Street, Suite 201
Carson City, NV 89701
(775) 687-7300

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Application Guidelines

Any agency submitting an application for the Reserve funds must fully meet the requirements set forth in the Basic Grant application guidelines. The requirements include all provisions listed in Part III. Applications Requirements.

I. Overview

A. Purpose of Funding

Local Education Agencies (LEA) eligible to receive reserve funds under Title I, Part A of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 may submit an application for funding. Available funds will be issued on a competitive basis with each LEA invited to submit a proposal.

The application must follow the format described in these guidelines and shall be written to cover a one-year time period as specified in the Nevada State Plan. **The application must be received in the Department of Education by 5:00 p.m. on May 28, 2010 to be considered for funding.**

In accordance with the Act, all competitive funds will be awarded to agencies according to established priorities that include program development in key areas, establishment of innovative programs such as career and technical education assessments, and accountability to demonstrate essential outcomes. Programs must support Program Quality Criteria in the State's CTE Skills for Employment and Lifelong Learning Initiative. **This application should align with the goals and objectives of the comprehensive CTE basic grant proposal.**

Meeting the criteria above, the funds will be awarded to eligible recipients for career and technical education activities in:

- (1) Rural Areas;
- (2) Areas with high percentages of career and technical education students; and
- (3) Areas with high numbers of career and technical education students.

Agencies receiving reserve funds must meet the following additional guidelines relating to career and technical education training programs in order to be considered for funding:

- (A) **Priority #1:** Projects that focus on health sciences education that meet the above criteria. Funds will be awarded to develop and expand programs.
- (B) **Priority #2:** Projects that support innovative program development, expansion and improvement for areas of high local need.
- (C) Projects must establish secondary and postsecondary collaborative models and partnerships.
- (D) A description of how the project will be sustained in the absence of future funding by leveraging funds or resources that will help to ensure a comprehensive approach to project success.
- (E) Projects are encouraged to incorporate distant learning technologies to expand opportunities for students in rural areas.

As stated in the Act, the purpose of this funding:

“.... is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by—

- building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting the standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
- promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;
- conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;
- providing technical assistance that—
 - promotes leadership, initial preparation, and professional development at the state and local levels; and
 - improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
- providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

Career and technical education programs, as recognized by the State Board of Education/State Board for Career and Technical Education, are those programs that include a **sequence of courses** that provide individuals with the academic and technical knowledge and skills to prepare for further education and for careers in current or emerging employment sectors that may or may not require a baccalaureate, master’s or doctoral degree. Such programs must include competency-based and applied learning that contributes to the student’s development of academic knowledge and technical and occupational-specific skills.

The definition of career and technical education student is a student who is enrolled in an exploratory, introductory, or occupational-specific course within an approved CTE program area.

B. Eligible Recipients

Eligible recipients are local educational agencies that serve secondary students enrolled in career and technical education programs and have administrative control and responsibility for the direction of public elementary and secondary schools legally authorized to provide public education for grades K-12, or any other public agency having administrative responsibility for an career and technical education programs. In Nevada, the eligible recipients for the secondary portion of the local formula funds are the sixteen school districts that provide secondary career and technical education programs.

Eligible recipients also include postsecondary institutions that have administrative control and responsibility for the direction of public postsecondary education and are legally authorized to provide public education at the postsecondary level in Nevada. In Nevada, the eligible recipients for the postsecondary portion of the local formula funds are the four community colleges that provide postsecondary career and technical education programs.

C. Amount of Funding Available

Approximately \$340,000

D. Performance Indicators

The State is required to establish a performance accountability system to assess the effectiveness of the State in achieving statewide progress in career and technical education, and to optimize the return of investment of federal funds in career and technical education activities. The Nevada Department of Education will prepare and distribute reports summarizing the State's secondary and postsecondary performance on each of the core indicators. These reports include a district-by-district or college-by-college breakdown of performance on each of the indicators.

The specific indicators will be discussed specifically in a following section. At the secondary and postsecondary levels, they include indicators on technical skill attainment, school completion, placement upon completion, and participation and completion of nontraditional program areas. Secondary indicators also include graduation rates and academic achievement in reading/language arts and mathematics.

All eligible recipients will be required to report performance indicator results to the State. Consequently, an accountability system must be in place that supports the evaluation of the programs, services, and activities funded under this plan and which provides such information as is needed to clearly indicate progress in meeting the performance indicators. All agencies who are receiving assistance from the Perkins Act of 2006 must sign assurances in their grant application regarding evaluation and local program improvement plans. Future funding will be contingent on continuous program improvement, and agencies will be required to implement improvement plans if performance indicators are not met.

II. Submitting the Application

A. Application Package

1. **ONE** application must be submitted with a complete set of original signatures. All applications for secondary education must be signed by the school district superintendent or designee; applications for postsecondary education must be signed by the college president or designee. Faxed applications will not be accepted. **One original and two copies** of the signed application should be submitted. **NOTE: If the agency requires an original signed copy for their records, please send TWO original signed applications and one will be returned to the agency.**
2. The application must be submitted in the format provided in this application package. The cover page must be shown as the first page of the application.
3. Failure to follow the format and directions provided may result in the application not being accepted or in delay of review and approval.
4. Items requiring original, authorized signatures are listed below and may be found in Appendix A:
Cover page
Budget Forms
(note: Assurances and Certifications are not required for this grant and will be pulled from your basic grant)
5. All required sections are **bolded**.
6. The application must be **single-sided, paginated, and stapled or clipped** in the upper left-hand corner. Pages must be **standard 8 1/2" x 11" paper**.

B. Mailing Address

Mail the original and copies to: Michael J. Raponi, Acting Director
Office of Career, Technical and Adult Education
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

C. Application Deadline

The original application must be received by **5:00 p.m. on May 28, 2010** to be eligible for funding. Applications that are faxed or e-mailed will not be accepted.

D. Information

For additional information, contact the Office of Career, Technical and Adult Education team at the Nevada Department of Education at (775) 687-7300.

III. Application Narrative

A. Local Administration

Background

There is a restriction on the amount of funds used for administrative purposes. No more than five percent (5%) of the total allocation received by an eligible agency may be used for administration. In most cases this will be the indirect costs identified on the budget summary.

Application Directions:

1. **Cover page:** Use the required cover page as the first page of the application and include all requested information and signatures. (Appendix A)
2. **Budget Summary:** Complete one budget summary for the entire application. The budget summary must include an authorized signature and date. (Appendix A)
3. **Budget Detail:** The budget detail must itemize all proposed expenditures by object and sub-object code, whereby the totals match the amounts in the object and sub-object codes on the budget summary. For those agencies receiving more than \$50,000 in funding, provide one budget detail for each primary CTE program and service area (i.e., business education, health sciences education, professional development,). All proposed equipment and items of value must be itemized on the budget detail and include the proposed location(s) for purchases. (Appendix A)
4. **Budget Narrative:** Provide in narrative form a description of expenditures by budget category. For example: if funds are budgeted for supplies for a selected program, describe what the supplies are and how they will be used.
5. **Staffing:** Describe the number of staff devoted to the project and their professional preparation. The subgrant recipient must identify the full-time equivalency (FTE) of each position supported with Carl Perkins funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives funded by the Carl Perkins Act will be accounted for (i.e., personnel activity report or time log).

If a salary is funded wholly by the Carl Perkins Act for one cost objective (i.e., program related activities), the recipient must provide assurance that written documentation, provided minimally on a semi-annual basis, is filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the subgrant from which the position is funded.

If a salary is funded wholly by the Carl Perkins Act for more than one cost objective (i.e., program-related activities and administration), describe how the time allocated for each cost objective funded by the Carl Perkins Act will be accounted for (i.e., personnel activity report or time log).

B. System Overview

Background

Recognizing that there are many educational reform efforts converging to adequately prepare students, it is essential that the funds provided under grant work in harmony with both local agency missions and goals as well as with other federal and state initiatives related to education and career development. Specifically, local agencies must demonstrate how strategic planning to improve career and technical education occurs. School districts must describe how program development and improvement initiatives are integrated with district-wide and site-base school improvement plans governed by Nevada Revised Statute (NRS) 385.34691. Colleges must describe how program development and program improvement initiatives funded by the Perkins Act are integrated with college-based strategic plans.

Collaboration in the development of local plans must also occur. Agencies must demonstrate how collaborative decision-making occurred and how the local plans were presented to advisory committees for input and guidance.

C. Application Directions

1. Describe how at least two of the following categories are met through this application:

1. Rural Areas;
2. Areas with high percentages of career and technical education students; and
3. Areas with high numbers of career and technical education students.

2. Describe how the following categories are met through this application:

1. A focus on health sciences education. (Priority #1) *or*
2. A focus on projects that support innovative program development, expansion and improvement for areas of local need. (Priority #2)
3. Establishment of secondary and postsecondary collaborative models and partnerships.
4. A description of how the project will be sustained in the absence of future funding by leveraging funds or resources that will help to ensure a comprehensive approach to project success.
5. Projects are encouraged to incorporate distant learning technologies to expand opportunities for students in rural areas. (*One page or less*)

3. Describe the process and rationale used to select the programs, sites or services targeted for funding in this application. Explain how the selected program, if applicable, will be developed, improved, or expanded to include a complete program of study, which includes course sequences and program articulation. *Two pages or less*

4. Provide an abstract that summarizes:

1. How did the agency determine that the program(s) selected for funding meet(s) the definition of high wage, high skill or high-demand?
2. The primary area of need for which funds under this application will be targeted. (*Two pages or less*)

5. Identify the performance indicator(s), which will be enhanced through this project.

IV. Review and Approval Procedures

A. Application Review Procedures

The Application for Funding will be reviewed by the Office of Career, Technical & Adult Education and other staff in the Nevada Department of Education to assure compliance with State and Federal requirements and to ensure that all information required by the Application for Funding is adequately addressed by the applicant.

B. Criteria for Application Review and Approval

The review process will ensure that a common criteria is used that is based on the guidelines set forth in this Application for Funding and on the requirements of the Act and the State Plan. The Criteria for Application Review and Approval is provided in Appendix A.

C. Complaint and Appeal Procedures

In the event an agency is dissatisfied with any decision, such as requests for modifications or application, the eligible agency may submit a written complaint to the Director of the Office of Career, Technical, and Adult Education. The complaint must be submitted within thirty (30) days of the date the agency received notification of the Department action. Upon receipt of the letter of complaint, the Director will review the complaint and will provide comment to the agency within thirty (30) days. The action taken by the Director, which includes a review conducted by State staff, shall be deemed final. Such action will be transmitted to the agency in writing.

Upon receipt of written notification of the action of the Director of the Office of Career, Technical, and Adult Education, an agency may decide to appeal the action to the State Superintendent of Public Instruction. A written request for an appeal hearing may be made in writing to the Superintendent within thirty (30) days of the agency's receipt of written notification of the action taken by the Director. An administrative hearing of the appeal will be conducted within ninety (90) days from the receipt of the written request. The agency will be notified of the date and time of the hearing thirty (30) days prior to the hearing date. A written record of the hearing and a written response describing the decisions and actions of the Superintendent will be provided to the agency. The written record and responses will be transmitted to the agency within fifteen (15) days after the hearing date.

Within twenty (20) calendar days following the receipt of the Department's written decision on the complaint/appeal, the agency may file a notice of the appeal with the Secretary of the United States Department of Education for final resolution. Such appeal shall be in writing and shall specify the particular points of disagreement with the decision as rendered by the Nevada Department of Education.

APPENDIX A

Forms

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006**

RESERVE FUNDS

APPLICATION COVER SHEET

**THIS APPLICATION IS SUBMITTED FOR PROGRAM YEAR
JULY 1, 2010 THROUGH JUNE 30, 2011**

Agency: _____

Application Director: _____
(Name, position and telephone number)

(Email address)

Fiscal Manager: _____
(Name, position and telephone number)

(Email address)

**Monitoring
Coordinator:** _____
(Name, position and telephone number)

(Email address)

**Evaluation
Coordinator:** _____
(Name, position and telephone number)

(Email address)

**Occupational
Reporting System
Coordinator:** _____
(Name, position and telephone number)

(Email address)

**Advisory Technical
Skills Committee:** _____
(Signature of committee chair) (Date)

(Print name of Chair, Organization and Title)

**Application
Submitted By:** _____
(Signature of authorized representative) (Date)

(Print name, organization and title)

NEVADA DEPARTMENT OF EDUCATION

Budget/Expenditure Summary

Agency: _____ Project Number: _____

Project Name: _____ Fiscal Year: _____

Check One: Budget _____ Amendment _____ Number _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	100 Salaries			
200	200 Benefits			
300	300 Purchased Professional Services			
400	400 Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total			
600	610 General Supplies (exclude 612 in 610 total)			
	612 Non Information Technology Items of Higher Value*			
	640 Books and Periodicals			
	650 Supplies – Information Technology Related (exclude 651 and 652 in 650 total)			
	651 Software			
	652 Information Technology Items of Higher Value*			
	Other (620, 630)			
	Total			
800	810 Dues and Fees			
	890 Other Miscellaneous			
	Total			
SUBTOTAL 100 – 600 & 800				\$
Approved Indirect Costs Rate:** _____ %				\$
700	730 Equipment			
TOTAL				\$

* All items of value must be itemized in the budget detail

** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

Signature of Authorized Agency Representative

Date

Department of Education Use Only

Initial

Date Approved

Budget Detail / Supplemental Schedules

Agency _____

Project Name _____

A	B	C	D	E	F
OBJECT CODE	TITLE OF POSITION/ PURPOSE OF ITEM	PROJECT TIME (FTE)	QUANTITY	SALARY, RENTAL OR UNIT COST	BUDGETED AMOUNT

*If additional space is needed, duplicate this page and number the additional pages. All items must be explained in specific terms. All items must be named and must be directly related and necessary to the operation of the program.

SAMPLE CRITERIA FOR REVIEW OF APPLICATIONS RESERVE FUNDS

Agency Name: _____

PART I. APPLICATION – SUBMISSION AND ADMINISTRATIVE REQUIREMENTS

	YES	NO
1. Was the application received by the established due date?	_____	_____
2. Is the cover page fully completed and properly signed by the agency's authorized representative and the chairperson of the local advisory technical skills committee?	_____	_____
3. Is the budget summary properly completed and signed by the agency's authorized representative?	_____	_____
4. Is the budget detail properly completed whereby expenditures are clearly identified by object and sub-object codes for each primary program/service selected for funding? Do the amounts aligned with the amounts on the budget summary?	_____	_____
6. Does the budget narrative provide a sufficient description of expenditures by object and sub-object code for each primary program/service selected for funding?	_____	_____
7. If staffing is paid by this grant, is there a clear description of proposed FTE and how time accountability will be reported?	_____	_____

PART II. APPLICATION CONTENT AND FORMAT: PROGRAMMATIC REQUIREMENTS

	YES	NO
1. Is there a clear description of how at least two of the three categories are met through this application?	_____	_____
2. Is there a clear description of the priority addressed by this application?	_____	_____
3. Is there a description of the process used to select programs, sites or services for this application, including a description of how any funded programs will include articulation and a complete program of study?	_____	_____
4. Is there a list of the high wage, high skill or high demand programs? Is the primary need identified and does it make sense given the needs of the partnership?	_____	_____
5. Is there a clear description of how the agency identified will sustain the project in the absence of future funding?	_____	_____

APPENDIX B

Definitions

DEFINITIONS

ADMINISTRATION - Activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under the Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.

ALL ASPECTS OF THE INDUSTRY - Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

AREA CAREER AND TECHNICAL EDUCATION SCHOOL -

- a. A specialized public secondary school used exclusively or principally for the provision of vocational and technical education to individuals who are available for study in preparation for entering the labor market;
- b. The department of public secondary school exclusively or principally used for providing vocational and technical education in not fewer than five different occupational fields to individuals who are available for study in preparation for entering the labor market;
- c. A public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits as regular students both individuals who have completed secondary school and individuals who have left secondary school; or
- d. The department or division of an institution of higher education that operates under the policies of the eligible agency and that provides career and technical education in not fewer than five different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits as regular students both individuals who have completed secondary school and individuals who have left secondary school.

CAREER AND TECHNICAL EDUCATION- Organized activities that:

- a. Offer a sequence of courses that provide individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors; and
- b. Include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning, problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.

CAREER AND TECHNICAL EDUCATION STUDENT- A student, grade 9-14, who is enrolled in an exploratory, introductory, or occupational specific course, within an approved occupational education program area.

CAREER AND TECHNICAL STUDENT ORGANIZATION- An organization for individuals enrolled in a vocational and technical education program that engages in vocational and technical activities as an integral part of the instructional program. Such organizations may have state and national units that aggregate the work and purposes of instruction in vocational and technical education at the local level.

CAREER GUIDANCE AND ACADEMIC COUNSELING- Providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options.

CHARTER SCHOOL- The meaning in section 10306 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8066).

COOPERATIVE EDUCATION- A method of instruction of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual, and may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

DISPLACED HOMEMAKER- An individual who:

- a. Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title; and
- b. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

EDUCATIONAL SERVICE AGENCY- The term "educational service agency" has meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965.

ELIGIBLE AGENCY- The term "eligible agency" means a state board designated or created consistent with state law as the sole state agency responsible for the administration of vocational and technical education or for supervision of the administration of vocational and technical education in the State.

ELIGIBLE INSTITUTION-:

- a. An institution of higher education;
- b. A local educational agency providing education at the postsecondary level;
- c. An area career and technical education school providing education at the postsecondary level;
- d. A postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or the Act of April 16, 1934 (48 Stat.596.25 U.S.C. 452 et seq.);
- e. An educational service agency; or

- f. A consortium of two or more of the entities described in subparagraphs “a” through “e.”

ELIGIBLE RECIPIENT-

- a. A local educational agency, an area career and technical education school, an educational service agency, or a consortium eligible to receive assistance under section 131; or
- b. An eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

HIGH DEMAND – Occupations having the most openings, as per the report *2006 Nevada Statewide Demand Occupations, Employment, Projections*, as provided by DETR.

HIGH WAGE – An occupational field with an average wage of \$16.99 per hour or more.

HIGH SKILL – Occupational field that leads to:

- a. Certificate of Completion or Associate Degree;
- b. An apprenticeship; or
- c. State license or certification.

INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY- Secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and:

- a. Whose native language is other than English; or
- b. Who lives in a family or community environment in which a language other than English is the dominant language.

INDIVIDUAL WITH A DISABILITY- A person with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).

INDIVIDUALS WITH DISABILITIES- More than one individual with a disability.

INSTITUTION OF HIGHER EDUCATION- The meaning given in section 101 of the Higher Education Act of 1965.

LOCAL EDUCATIONAL AGENCY- The meaning given in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

NONTRADITIONAL TRAINING AND EMPLOYMENT- Occupations or fields of work, including careers in computer science, technology, and other emerging high– skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

PROGRAM OF STUDY – Career and technical programs of study, which may be offered by local educational agencies and postsecondary institutions to be offered as an option to students when planning for and completing future coursework, for career and technical content areas that – (1) Incorporate secondary and postsecondary education elements; (2) Include coherent and rigorous content aligned with challenging academic standards in a coordinated, non-duplicative

sequence of courses; (3) May include opportunities for secondary students to earn postsecondary credit; (4) Lead to industry-recognized credential or certificate, or an associate or baccalaureate degree.

POSTSECONDARY EDUCATIONAL INSTITUTION-

- a. An institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree;
- b. A tribally controlled college or university; or
- c. A nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

SCHOOL DROPOUT- an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

SECONDARY SCHOOL- The meaning in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

SPECIAL POPULATIONS-

- a. Individuals with disabilities;
- b. Individuals from economically disadvantaged families, including foster children;
- c. Individuals preparing for nontraditional training and employment;
- d. Single parents, including single pregnant women;
- e. Displaced homemakers.

SUPPORT SERVICES- Services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

TECH-PREP PROGRAM-

- a. Combines at least two years of secondary education (as determined under state law) and two years of postsecondary education in a non-duplicative sequential course of study;
- b. Strengthens the applied academic component of career and technical education through the integration of academic, and vocational and technical, instruction;
- c. Provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics;
- d. Builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and
- e. Leads to an associate degree or a certificate in a specific career field, and to high-skill, high-wage employment, or further education.

APPENDIX C

Labor Market Information

Nevada's High Wage, High Skill and High Demand Occupations

(This information is a sample of High Wage, High Skill and High Demand Occupations, and was derived from the report *2008 Nevada Statewide Demand Occupations, Employment, Projections* as provided by DETR.)

Four Criteria were used in the creation of this table: (1) Occupations having the most openings; (2) Occupations paying \$16.99 per hour or above; (3) Occupations served by CTE programs; and (4) Occupations requiring education up to and including an Associate degree. For more information please visit www.nevadaworkforce.com.

SOC	Occupations Requiring an Associate Degree	2009 Employment	Average Annual Openings 2006 - 2016	Cumulative Annual Growth Rate 2006 - 2016	Average Hourly Wage	Average Annual Wage
29-1111	Registered Nurses	16,586	862	3.2%	\$33.99	\$70,700
43-1011	Supervisors/Managers of Office & Admin. Support Workers	16,381	715	2.3%	\$21.62	\$44,967
17-3000	Drafting CADD (<i>Drafters, Engineering & Mapping Technicians</i>)	7,148	361	2.6%	\$24.87	\$51,726
49-3023	Automotive Service Technicians and Mechanics	6,502	392	3.5%	\$18.89	\$39,284
31-1012	Nurses Aides, Orderlies and Attendants	5,433	215	2.7%	\$13.74	\$28,585
25-2011	Preschool Teachers	3,147	139	3.2%	\$11.54	\$24,008
13-1021	Purchasing Agents and Buyers of Farm Products	110	8	3.8%	\$25.83	\$53,716
15-1041	Computer Support Specialists	3,413	148	3.1%	\$21.67	\$45,074
11-9051	Food Service Managers	4,373	219	3.4%	\$29.13	\$60,601
35-1011	Chefs and Head Cooks	3,213	196	3.3%	\$21.66	\$45,055
23-2011	Paralegals	1,970	72	2.8%	\$23.47	\$48,822
29-2061	Licensed Practical and Licensed Vocational Nurses	2,724	109	1.9%	\$22.41	\$46,614

37-1012	Supervisor of Landscaping & Groundskeeping Workers	2,555	95	2.8%	\$23.07	\$47,982
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SOC	Occupations Requiring Moderate to Long-Term Training	2009 Employment	Average Annual Openings 2006 - 2016	Cumulative Annual Growth Rate 2006 - 2016	Average Hourly Wage	Average Annual Wage
47-2031	Carpenters	31,173	1,814	4.2%	\$24.09	\$50,113
35-2014	Restaurant Cooks	16,709	1,048	3.4%	\$13.53	\$28,136
43-3031	Bookkeeping, Accounting and Auditing Clerks	19,815	787	2.2%	\$16.39	\$34,093
49-9042	General Maintenance and Repair Workers	14,765	718	3.0%	\$19.19	\$39,916
43-4000	Sales Rep Wholesale, Manufacturing	12,457	802	3.9%	\$29.87	\$62,136
43-6011	Executive Secretaries and Administrative Assistants	8,885	392	2.6%	\$20.80	\$43,272
47-2061	Construction Laborers	14,384	579	2.7%	\$17.20	\$35,786
47-2111	Electricians	9,771	485	3.1%	\$26.96	\$56,073
47-2152	Plumbers, Pipefitters and Steamfitters	6,920	383	3.3%	\$27.15	\$56,466
47-2141	Painters (Construction and Maintenance)	7,923	431	3.9%	\$21.09	\$43,866
31-9092	Medical Assistants	3,934	241	4.3%	\$15.66	\$32,578
49-9021	HVAC&R Mechanics and Installers	3,044	157	3.8%	\$21.75	\$45,242
47-2051	Cement Masons and Concrete Finishers	6,778	393	3.8%	\$22.66	\$47,126
51-4121	Welders, Cutters, Solderers and Brazers	2,111	131	3.5%	\$19.35	\$40,250
49-2022	Telecommunication Equipment Installers and Repairers (except Line Installers)	2,322	105	2.5%	\$22.07	\$45,905

SOC	Occupations Requiring Short-Term On-the-Job Training	2009 Employment	Average Annual Openings 2006 - 2016	Cumulative Annual Growth Rate 2006 - 2016	Average Hourly Wage	Average Annual Wage
41-2031	Retail Salespersons	42,967	3039	3.7%	\$12.06	\$25,083
43-9061	General Office Clerks	23,778	964	1.9%	\$14.04	\$29,198
43-4171	Receptionists and Information Clerks	12,602	652	2.8%	\$12.52	\$26,041
43-3011	Bill and Account Collectors	5,105	257	3.2%	\$15.83	\$32,933
43-4081	Hotel, Motel, and Resort Desk Clerks	4,745	356	3.3%	\$12.74	\$26,506
47-3012	Carpenter Helpers	3,577	277	3.9%	\$14.17	\$29,467
31-1011	Home Health Aides	3,912	217	4.2%	\$10.51	\$21,857
53-7051	Industrial Truck Operators	3,200	166	3.3%	\$15.11	\$31,421